



## GREENVILLE TECHNICAL CHARTER

PO Box 5616, MSC 1201,  
Greenville, SC 29606-5616

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	418 Students	
<b>Principal</b>	W. Fred Crawford	864-250-8844
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
7	0	0	0	0

\* Ratings are calculated with data available by 09/29/2011.

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	97.2%	96.9%	99.1%	93.5%	91.2%	95.4%
Passed 1 subtest (%)	2.8%	3.1%	0.9%	4.3%	6.7%	3.3%
Passed no subtests (%)	N/A	N/A	N/A	3.4%	3.3%	2.6%

**HSAP Passage Rate by Spring 2010**

	Our High School	High Schools with Students Like Ours
Percent	100.0%	97.5%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	114	102	245	325
Number of Graduates in Cohort	113	101	218	278
Rate	99.1%	99.0%	76.8%	78.9%

\*Used to calculate current AYP.

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	96.9%	90.6%
English 1	94.3%	90.2%
Physical Science	90.7%	85.3%
US History and the Constitution	77.1%	75.4%
All Tests	90.9%	85.8%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=418)</b>				
Retention rate	0.0%	Down from 0.5%	2.2%	3.7%
Attendance rate	96.8%	Up from 96.7%	96.7%	95.4%
Eligible for gifted and talented	0.0%	No Change	20.8%	12.4%
With disabilities other than speech	6.4%	Down from 9.2%	7.9%	12.8%
Older than usual for grade	1.2%	Up from 0.7%	3.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.2%	1.1%	1.1%
Enrolled in AP/IB programs	99.0%	No Change	32.0%	13.1%
Successful on AP/IB exams	N/A	N/A	74.5%	50.4%
Eligible for LIFE Scholarship	75.0%	Up from 66.4%	58.8%	30.4%
Annual dropout rate	0.0%	No Change	0.3%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	2.2%
Enrollment in career/technology courses	145	Down from 177	323	424
Students participating in work-based experiences	23.4%	Up from 0.0%	9.8%	11.7%
Career/technology students attaining technical skills	96.6%	Down from 97.2%	91.7%	78.7%
Career/technology completers placed	N/A	N/A	100.0%	98.5%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	95.7%	Down from 95.8%	66.7%	60.4%
Continuing contract teachers	52.2%	Down from 54.2%	78.0%	76.6%
Teachers with emergency or provisional certificates	0.0%	No Change	3.0%	6.5%
Teachers returning from previous year	91.7%	N/A	90.1%	86.8%
Teacher attendance rate	97.2%	Up from 96.8%	96.9%	95.8%
Average teacher salary*	\$50,244	Up 0.2%	\$48,494	\$47,390
Professional development days/teacher	13.9 days	Down from 18.9 days	12.5 days	10.0 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	6.0	4.0
Student-teacher ratio in core subjects	26.3 to 1	No Change	26.7 to 1	25.8 to 1
Prime instructional time	93.7%	Up from 91.3%	93.1%	90.1%
Dollars spent per pupil**	\$7,936	Up 5.6%	\$6,916	\$7,974
Percent of expenditures for teacher salaries**	61.0%	Down from 61.9%	62.0%	55.4%
Percent of expenditures for instruction**	67.0%	Up from 66.0%	66.7%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	96.0%
Character development program	Excellent	No Change	Excellent	Good
Modern language program assessment	N/A	N/A	N/A	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	93	100.0%	317	90.9%	102	99.0%	Yes
Gender							
Male	54	100.0%	174	91.4%	58	100.0%	N/A
Female	39	100.0%	143	90.2%	43	97.7%	N/A
Racial/Ethnic Group							
White	72	100.0%	216	93.1%	79	98.7%	N/A
African American	12	100.0%	55	83.6%	13	100.0%	N/A
Asian/Pacific Islander	N/A	N/A	15	86.7%	N/A	N/A	N/A
Hispanic	N/A	N/A	28	89.3%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	21	76.2%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	10	100.0%	60	83.3%	11	100.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Greenville Technical Charter High School (GTCHS) is one of the most unique public schools in our state. GTCHS was established in 1999 primarily as a result of the vision and courage of the President of Greenville Technical College, Dr. Thomas E. Barton, Jr. The establishment of GTCHS was supported by the sponsoring school district, the School District of Greenville County, to create middle college/early college program on the main campus of Greenville Technical College. This innovative school concept was supported by the business community to provide students a seamless transition from high school to higher education and the world of work. The South Carolina Department of Education accredits GTCHS.

With a faculty of 24, GTCHS offers an academically rigorous four-year program serving a student enrollment of 420 students in grades 9-12. The teaching/learning paradigm is based on Mastery Learning. Though GTCHS does not offer AP courses, students do have the opportunity to take dual credit classes at Greenville Technical College, many earning enough credits to enroll in college as sophomores. Eight students in the 2010 graduating class earned associate degrees while in high school. Currently over 78% of the student body is enrolled in at least one college class. Students need to achieve success in all parts of the COMPASS examination in order to be eligible for university transfer course offerings.

The school's ability to offer individualized academic plans and academic assistance further serves to create an opportunity for the success of each student. Teachers use state-of-the-art technology and Greenville Technical College resources to enhance instruction in all subject areas. Student-teacher ratios remain one of the lowest in the upstate at approximately 18-1. The school expects parental involvement at a minimum of one hour per week, 50 hours of community service for every student each year, project based learning that is competency based, and the senior capstone project prior to graduation. These expectations continue to make GTCHS a unique place for learning and character building.

GTCHS has received an Excellent rating from the South Carolina Department of Education from 2002 to 2010 and received the Palmetto Gold Award for the last eight years. The school received recognition as a Carolina First Palmetto's Finest winner in 2009 and was nominated by the SC Department of Education as a national Blue Ribbon School. In 2005 GTCHS was designated as one of the top fifteen charter schools in the nation by the US Department of Education. In 2007, GTCHS was honored as a National Charter School of the Year by the Center for Education Reform in Washington, DC and received the Bronze Award from US News & World Report as one of America's Best Public Schools in 2010.

The success of GTCHS is obvious in its increased enrollment and its waiting list for admission. The school was awarded a Federal dissemination grant to share best practices with other schools. Other technical colleges throughout the state are planning similar early college high school programs. GTCHS has been designated by the US Department of Education as a National Tech Prep Demonstration Site and continues to be recognized as a flagship school of choice in our state. For additional information about our school, please visit our Web site at [www.gtchs.org](http://www.gtchs.org).

More information about the class of 2010:

Size of class 100 with a 99% graduation rate; 61% of graduates are attending four-year colleges; 39% are attending two-year colleges; scholarship awards 8.3 million; over 2700 transferable college credit earned and 8 students awarded Associate degrees while in high school.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	94	22
Percent satisfied with learning environment	95.8%	91.5%	90.9%
Percent satisfied with social and physical environment	100.0%	92.6%	86.4%
Percent satisfied with school-home relations	95.8%	90.3%	95.5%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No

Abbreviations for Missing Data

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	106	100	0	11.3	30.2	58.5	95.3	71.3	65.9	Yes	Yes
Male	59	100	0	10.2	39	50.8	94.9	66	60.8	N/A	N/A
Female	47	100	0	12.8	19.1	68.1	95.7	76.7	71	N/A	N/A
White	74	100	0	9.5	28.4	62.2	95.9	81.9	77.5	Yes	Yes
African American	23	100	0	21.7	43.5	34.8	91.3	49.4	49.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	80.4	80.2	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	58	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	24.8	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	49.7	47.3	I/S	I/S
Subsidized meals	11	100	0	18.2	54.5	27.3	90.9	52.9	51.5	I/S	I/S

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	106	100	0.9	11.3	30.2	57.5	92.5	64.6	62.3	Yes	Yes
Male	59	100	0	8.5	22	69.5	96.6	64.8	61.7	N/A	N/A
Female	47	100	2.1	14.9	40.4	42.6	87.2	64.3	63	N/A	N/A
White	74	100	0	8.1	28.4	63.5	97.3	76.1	75	Yes	Yes
African American	23	100	4.3	26.1	34.8	34.8	73.9	38.6	44	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.3	85.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	53.9	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	22.7	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50.9	52.6	I/S	I/S
Subsidized meals	11	100	0	9.1	45.5	45.5	90.9	46.2	48.1	I/S	I/S

**Physical Science (End-of-Course Test performance by Group)**

All Students	106	96.2	21.6	38.2	17.6	22.5	40.2	N/A	N/A	N/A	N/A
Male	59	96.6	14.0	35.1	22.8	28.1	50.9	N/A	N/A	N/A	N/A
Female	47	95.7	31.1	42.2	11.1	15.6	26.7	N/A	N/A	N/A	N/A
White	74	97.3	13.9	43.1	19.4	23.6	43.1	N/A	N/A	N/A	N/A
African American	23	95.7	50.0	27.3	9.1	13.6	22.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	11	100.0	27.3	63.6	9.1	0.0	9.1	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	97	100	1.1	7.4	30.9	60.6	96.8	66.9	61.8
	2010	106	100	0	11.3	30.2	58.5	95.3	71.3	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	97	100	2.1	13.8	24.5	59.6	88.3	64.7	62.7
	2010	106	100	0.9	11.3	30.2	57.5	92.5	64.6	62.3

\* Adjusted to account for natural variation in performance.